Parental Statuses and Teenagers Self-Esteem

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ABSTRACT: *The purpose of this study was to examine the effect of parental statuses on self-esteem of teenagers. The study sought to compare whether there was any significant differences on teenagers self-esteem arising from parents gender, age and level of education. The study collected data from 336 parents who were all teachers in high school and were raising up teenagers. A self-administered questionnaire and Rosenberg scale of measuring self-esteem was used. Analysis of variance (ANOVA) was used to compare the different samples. The results indicate that significant difference were found on effect of parents gender, education and age on teenagers self-esteem*

KEYWORDS: *Parent, Teenager, Self-esteem, parental statuses.*

I.   INTRODUCTION AND BACKGROUND

Self -esteem among teenagers is one of the greatest concerns among parents and is also increasingly becoming an area of interest among teachers, educators, school counselors, psychologists as well as politicians in the 21st Century. Self-esteem is defined differently by different writers.Harter (2011) defined self-esteem as a person's overall evaluation of himself or herself. This includes feelings of general happiness, satisfaction, self-worth, liking and acceptance. Self-esteem also refers to individual's perception or subjective appraisals of one's own self-worth, one's feelings of self-respect and self-confidence and the extent to which the individual holds positive or negative views about self (Sedikides&Gress, 2003). Sahin et al (2013) noted that other terms which were synonymous or used to refer to self-esteem in literature includes self-worth, self-efficacy, self-regard, self-respect and self-confidence among others. Rosenberg (1965) who developed a scale to measure self-esteem viewed it as the positive or negative attitude towards a particular object namely the 'self '. Coppersmith (1967) defines self-esteem as '' Evaluation which individual makes and customarily maintains with regard to himself: it expresses an attitude of approval or disapproval and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy''.   According to Heartherton et al (2003), self-esteem constitutes everything about the self, including name, likes, dislikes and physical appearance. Self-esteem is also viewed as the emotional response that people experience as they contemplate and evaluate different things about themselves and the evaluative component of self-concept (Heartherton and Wyland, 2003). Given the diverse definitions of self-esteem this study views it the posture of self-worth that influences how an individual behaves. Self-esteem is a perception of oneself that could trigger positive or negative emotional response to situations or circumstances. Though definitions of self-esteem takes divers approaches, the concept remains a fundamental human need that has an important place in an individual's life as well as the society.

Self-esteem is an important component of adolescent life that changes with age, can be high or low and may affect their growth and interaction in the society. Low level of self-esteem has been linked to behavioral problems and poor school performance (Agarwala& Raj, 2003; Orth& Robins, 2013). It is found that low level of self-esteem leads to psychological problems such as depression, social anxiety, loneliness, alienation etc. (Leary, 2004). It has also been found that low self-esteem is related with extreme behavioral problems such as suicidal tendencies (Bhattacharjee& Deb, 2007; Manani& Sharma, 2013), maladjustment and is also strongly associated with friendship problems and social treatment (Crocker, Luhtanen, Blaine, & Broadnax, 1994). On the other hand high self-esteem relates to academic as well as life success. High self-esteem is positively correlated with positive adjustments and mental health outcomes, whereas low self-esteem is associated with poor adjustments (Harter, 2006).

Adolescents go through a critical period of development during which they face daunting tasks of establishing identity, accepting their changing physical characteristics, learning skills for a healthy lifestyle, separating from family, developing morals and values, becoming a contributing member to society and selecting a vocation (Andersen &Olnhausen, 1999). As children go through these life processes, parents play a critical role in development of children self-esteem. Seligman (2007) alluded that children raised in a harshly critical environment, verbally or physically abused, frequently ignored, ridiculed, teased, expected to be "perfect" all

the time, experience excessive failures in sports or school, judged as unattractive by peers and have few social connections in community may suffer low self-esteem. He further exemplifies that children who are brought up in an environment where they earn and receive praise, work hard to overcome obstacles, listened to and validated, respected, get attention and affection, achieve success in school or sports, build at least one close friendship, feel connected and valued by family, peers and community will grow with high self-esteem. Given the critical role played by parents in development of a child's self- esteem, it becomes vital to investigate the effect of parental statuses in this process. This study seeks to examine whether parental statuses that include gender, age category and education level have comparable effect on teenager's self-esteem by testing severalhypotheses.

II.   LITERATURE REVIEW

Parents play a key role in influencing their children self-esteem. Available literature reveals that parental gender influences teenager's self-esteem development. For instance, Boutelle et al (2009) observed that parents play an instrumental role in their child's transition to adulthood and development of healthy emotional functioning. Young children's relationships with their mothers typically affect their development more than father-child relationships while teenagers' relationships with their fathers appear especially important to their development and achievement in school. The same view is held by Noom, Dekovic and Meeus (1999) who suggested that fathers' 'inputs' are consistently linked to measures of children's development once they enter secondary school, unlike those of mothers. The attachment to father has been shown to be positively related to teenagers higher levels of self-esteem. Other studies have found out that paternal factors outweigh maternal factors in predicting emotional symptoms (Michiels, Grietens, Onghena, &Kuppens, 2010). According to Flouri and Buchanan (2003), children with positively involved fathers show more psychological adjustment, perform better in school, display less antisocial behavior and have more successful intimate relationships than children with uninvolved fathers or those with negatively involved fathers. Quality relationships of adolescents with fathers increase likelihood that their adult life will be happy, satisfying and be characterized by lower degrees of psychological distress (Aquilino, 2006). Positive father involvement affects social competence, interpersonal skills, self-esteem levels, and proper emotional adjustment (Williams & Kelly, 2005).

In the modern societies, women are actually spending the same amount of time with their children as in prior decades while men have just significantly increased their involvement over this time frame Women still influence the self-esteem of their children. The extent of the parent's gender and its influence on the self-esteem of teenagers is also influenced by other factors such as the type of the marriage system, parenting styles, level of education of the parent (s), social economic factors, personal characteristics as well as geographical location and cultural influence. Study has also shown that there is changing link between the different roles played by fathers and their interplay over time. While fathers can variously fulfil the roles of biological, economic, social and legal roles, there are other important dimensions of fathering which include cultural and historical circumstances, the social policy context, individual motivation and the quality of relationship with the mother (Livingston & Parker, 2011). With dynamic changes taking place in the society, this study would seek to find out whether gender significantly influence today's teenager self-esteem by testing the hypothesis:

Hypothesis 1: Adolescents' self-esteem mean scores would not significantly differ on parent's gender

Contradictory reports on parental education level is indicated in research with Aydoğan (2010), Gelbal eta (2010), Yılmazel and Günay (2012) reporting positive effect of parental education level on adolescents self-esteem while Cengil (2009) and Kahriman (2005) show that there are no self-esteem differences of adolescents regarding maternal education level. Kahriman and Polat (2003), Keskin (2010) and Yiğit (2010) also showed that no significant differences is observed between self-esteem scores based on education level of the parents. On the contrary, Raymore et al (1994) found that the self-esteem of adolescents whose parents education is above high school level is significantly higher than for students whose parents education is below this level. Further, Rosenberg et al (1978) and Wiltfang et al (1990) reported that parents education ha significant but small effect on adolescents' self-esteem. Bachman, et al (2011) noted a positive link on adolescents self -esteem whose parents are well-educated. A more recent study conducted in Turkey showed significant differences in self-esteem scores with regard to the education level of the mother and the father of these adolescents with the findings indicating that parental education level positively influences self-esteem of Turkish adolescents (Ertuğrul et al, 2013). These contradicting findings necessitated further research on this subject. This study sought to test the hypothesis:

Hypothesis 2: There is no difference in teenagers' self-esteem among different parent's age categories

There is no much literature available on the correlation between the parental age and its influence on the teenager(s) self-esteem. This is an area where future researchers should conduct more research in to establish the correlation between the age of the parents and how it influences their teenagers' self-esteem. It has however been observed that age of the parents may influence to a greater extent the self-esteem of their teenagers although other factors such as the parents level of education and other statuses may also come alongside the age

factor. This is so if the age will determine the amount of time parents spend with their teenagers, their ability to guide and role model them, the nature of the relationship between the parents and the teenagers and the parents ability to fulfil their parental obligations towards the children Time spent together, participation in activities and interest in the adolescents, has been linked to self-esteem (Dhal, Bhatia, Sharma, & Gupta, 2007). Based on the limited literature available, this study sought to test the hypothesis:

Hypothesis 3: Parental education level has no effect on the mean self-esteem of teenagers

The study further sought to establish whether there are significant differences on the effect of parental statuses on teenagers mean self-esteem by testing the hypothesis:

Hypothesis 4: Parental statuses do not affect the mean self-esteem of teenagers significantly

III. METHODOLOGY

This study adapted descriptive cross-sectional survey design. The survey used questionnaires to collect data from 337 parents who teachers withteenagers from Uasingishu County in Kenya. The questionnaires was administered using drop-and-pick method. To measure self-esteem of teenagers, Rosenberg scale (1965) was adopted. Data was subjected to ANOVA analysis using SPSS software version 20.0.

IV. FINDINGS

The analysis conducted on one way- ANOVA was used to examine the effect of each parental status, gender, age and education level on teenagers self-esteem mean score. Further, a three-way ANOVA was used to determine whether significant differences existed among different parental statuses on the mean self-esteem of teenagers and whether significant interaction of parental statuses is significant. Each hypothesis was tested and the results are presented in tables 1-4.

Hypothesis 1: A teenager's self-esteem mean scores would not significantly differ on parent's gender

Table 1a. Descriptive on gender and self-esteem

self-esteem

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
male	132	3.2356	.53377	.04646	3.1437	3.3275	1.60	4.00
female	204	3.1260	.45977	.03219	3.0625	3.1895	1.90	3.90
Total	336	3.1690	.49232	.02686	3.1162	3.2219	1.60	4.00

The mean esteem of teenagers for male parents is 3.2356 which is only slightly higher than that for female parents equal to 3.126. The standard deviation is higher for male parents than that of female parents. It seems that teenagers tend to gain self-esteem more from their male parents than the female parents but the higher standard deviation indicates greater variations among male parents unlike female parents whose effect seem to be closely similar.

Table 1b. Test of Homogeneity of Variances

Self-esteem

Levene Statistic	df1	df2	Sig.
.859	1	334	.355

The Levene test in table 2b indicates that the variance among the gender is homogenous which supports ANOVA assumption. This supports ANOVA analysis assumption whose results are presented in table 1c.

Table 1c. ANOVA

Self-esteem

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.963	1	.963	4.009	.046
Within Groups	80.235	334	.240		
Total	81.198	335			

The one- way- ANOVA results indicates that the difference in the mean self –esteem among teenagers with male and female parents is marginally significant at p-value 0.046 leading us to reject the null hypothesis that there is no effect of parental gender on teenagers self-esteem. With only two categories in gender we could not conduct post hoc analysis to establish the gender that has greater effect on teenager's self-esteem.

Hypothesis 2: There is no difference in teenagers' mean self-esteem among different parent's age categories

Table 2a. Descriptive statistics: age category and self esteem

Self-esteem

Parents age category in years	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
below 40 (young)	114	3.1228	.48682	.04560	3.0325	3.2131	1.60	4.00
41-49 (middle aged)	172	3.2506	.44189	.03369	3.1841	3.3171	1.80	4.00
over 50 (older)	49	3.0020	.61152	.08736	2.8264	3.1777	1.90	4.00
Total	335	3.1707	.49207	.02688	3.1179	3.2236	1.60	4.00

The results in table 2a show that there are more parents in the middle aged and young categories compared to the older parents. The results indicate the mean self-esteem among the teenagers as only fair among the parents' age groups. However, the means in the three different age categories of parents is slightly different with the highest being that of middle aged parents followed by the young parents and the lowest being that of older parents. This implies that middle aged parents build relatively higher self -esteem in teenagers than the young and elderly parents. The standard deviation (0.61) is highest for the older parents indicating varied effects of the parents on teenagers' self-esteem compared to the middle aged and young parents.

Table 2b Test of Homogeneity of Variances among different age groups

self-esteem

Levene Statistic	df1	df2	Sig.
8.372	2	332	.000

The Levene statistics indicates that variance in the parents age categories are not equal as the assumption of ANOVA would require but the relatively low variance ratio of 1.2 would lender the results valid and this allows us to proceed to the ANOVA model result shown in table2c.

Table 2c. ANOVA

Self-esteem

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.753	2	1.376	5.850	.003
Within Groups	78.120	332	.235		
Total	80.873	334			

The one-way ANOVA result show a p-value of 0.003 which indicates that difference in the mean self -esteem of teenagers is significant among young, middle aged and older parents. The results imply that a parent's age status has a significant effect on the self-esteem of teenagers leading us to reject the null hypothesis that there is no difference in the mean self-esteem of teenagers among parent's age groups.

Table 2d. Age Multiple Comparisons

Dependent Variable: self-esteem
Turkey HSD

(I) age In years	(J) age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
below 40 (young)	41-49 (middle age)	-.12777	.05858	.076	-.2657	.0101
	over 50 (older)	.12077	.08286	.313	-.0743	.3158
41-49	below 40	.12777	.05858	.076	-.0101	.2657
	over 50	.24854*	.07855	.005	.0636	.4335
over 50	below 40	-.12077	.08286	.313	-.3158	.0743
	41-49	-.24854*	.07855	.005	-.4335	-.0636

*. The mean difference is significant at the 0.05 level.

The multiple comparisons results on the mean self -esteem of teenagers among parents of different age groups results are presented in table 2d. When young parents are compared to middle and older parents the p-values are 0.076 and 0.313 respectively indicating no significant difference in the mean self-esteem. Comparing middle aged parents with young and older parents gives p-value of 0.076 and 0.005 respectively which show no

significance difference between middle and young parents but a significant difference is observed between middle aged and older parents. Finally comparing older parents with young and middle aged parents we obtain p-values of 0.313 and 0.005 respectively showing that no significant difference is observed between older and young parents but a significant difference exist between older and middle aged parents. This implies that mean self -esteem of teenagers only significantly differ for middle aged and older parents but not between the young and older or young and middle parents.

Hypothesis 3: Parental education level has no effect on the mean self-esteem of teenagers

Table 3a. Descriptive on education level and self-esteem

Self-esteem

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1.00	106	3.0896	.49241	.04783	2.9948	3.1845	2.00	3.90
2.00	112	3.2339	.55256	.05221	3.1305	3.3374	1.60	4.00
3.00	118	3.1788	.42059	.03872	3.1021	3.2555	2.20	3.80
Total	336	3.1690	.49232	.02686	3.1162	3.2219	1.60	4.00

The mean self –esteem for the different education levels are close around a mean of 3.1 indicating moderate effect of the parent's education level. The highest esteem mean is the college education at 3.2339 followed by university and lastly the basic education level at 3.0896. The standard deviation is highest among college level parents indicating a greater variation in their effect on teenager self-esteem while the least is among university education level parents whose effect show close similarity.

Table 3b.Test of Homogeneity of Variances

Self-esteem

Levene Statistic	df1	df2	Sig.
.994	2	333	.371

The Leven test in table 3b confirms equality of variance among different education levels satisfying ANOVA assumption and the results are indicated in table 3c.

Table 3c. ANOVA

Self-esteem

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.151	2	.576	2.395	.093
Within Groups	80.047	333	.240		
Total	81.198	335			

The one way-ANOVA results in table 3c indicate that parents level of education show no significant difference in the mean self-esteem of teenagers. This implies that different education levels of parents have no effect on the mean self –esteem of teenagers. The study further did multiple comparisons between the different levels whose results are in table 3e.

Table 3e. Education level Multiple Comparisons

Dependent Variable: self-esteem

Turkey HSD

(I) education level	(J) education level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1.00(basic level)	2.00	-.14431	.06644	.078	-.3007	.0121
	3.00	-.08919	.06561	.364	-.2437	.0653
2.00(college)	1.00	.14431	.06644	.078	-.0121	.3007
	3.00	.05512	.06468	.671	-.0972	.2074
3.00(university)	1.00	.08919	.06561	.364	-.0653	.2437
	2.00	-.05512	.06468	.671	-.2074	.0972

Comparing parents with basic education with those with college and university levels-values of 0.078 and 0.364 were obtained respectively indicating no significance difference. The comparison of parents with college and university levels across all other levels also give p-values high above significance level of 0.05. The

results indicate that there is no difference in the mean self-esteem of teenagers among parents of different education levels.

Hypothesis 4: Parental statuses do not significantly affect the means self-esteem of teenagers

Table 4a. Between-Subjects Factors

		Value Label	N
Gender	0.00	male	132
	1.00	female	203
Age group	1.00	below 40 years(young)	114
	2.00	41-49 year(middle aged)	172
	3.00	over 50 years(older)	49
Education level	1.00	basic education	106
	2.00	college education	112
	3.00	university education	117

Table 4a on between –subjects' factors involves three parental statuses on age group, gender and education level. Gender status comprise 2sub-groups of male and female, age three sub groups of young, middle aged and older parents with education having 3 sub-groups of basic, college and university education level. Different subgroups have different sample sizes with the highest being 203 of female sample and the least sample as 49 for the older parents.

Table b. Descriptive Statistics on parental status and teenagers self esteem

Dependent Variable: self-esteem

Gender	Age	Education level	Mean	Std. Deviation	N
male	below 40 years	basic education	3.0059	.40539	17
		college education	2.8182	.73596	11
		university education	3.2773	.47503	22
		Total	3.0840	.54374	50
	41-49 year	basic education	3.2778	.23863	9
		college education	3.3960	.69671	25
		university education	3.4000	.24179	27
		Total	3.3803	.47848	61
	over 50 years	basic education	2.7556	.62672	9
		college education	3.4917	.24664	12
		Total	3.1762	.57437	21
	Total	basic education	3.0114	.46827	35
		college education	3.2875	.66768	48
		university education	3.3449	.36632	49
		Total	3.2356	.53377	132
female	below 40 years	basic education	3.2875	.39000	32
		college education	3.3143	.19556	14
		university education	2.7889	.46131	18
		Total	3.1531	.43932	64
	41-49 year	basic education	3.0722	.50348	36
		college education	3.2692	.29838	39
		university education	3.1889	.38081	36
		Total	3.1793	.40522	111
	over 50 years	basic education	2.1000	.00000	3
		college education	2.7727	.80261	11
		university education	3.1143	.28785	14
		Total	2.8714	.61575	28
	Total	basic education	3.1282	.50262	71
		college education	3.1937	.44894	64
		university education	3.0676	.41840	68
		Total	3.1286	.45941	203
Total	below 40 years	basic education	3.1898	.41395	49
		college education	3.0960	.55639	25
		university education	3.0575	.52423	40
		Total	3.1228	.48682	114
	41-49 year	basic education	3.1133	.46788	45
		college education	3.3187	.49244	64
		university education	3.2794	.34274	63
		Total	3.2506	.44189	172

over 50 yrs	basic education	2.5917	.61120	12
	college education	3.1478	.67680	23
	university education	3.1143	.28785	14
	Total	3.0020	.61152	49
Total	basic education	3.0896	.49241	106
	college education	3.2339	.55256	112
	university education	3.1838	.41894	117
	Total	3.1707	.49207	335

The mean for the different parental statuses is around 3 which indicate that each status affects teenager's self-esteem only moderately. The highest mean obtained is 3.4917 from male parents who are over 50 years and have college education and the categories have a relatively low standard deviation of 0.24664. This implies that parents within these categories affect teenagers' self-esteem more strongly and their effect is not so much varied. The lowest mean is 2.1000 from female parents who are over 50 years with basic education while the standard deviation is 0.000. The implication is surprising in that the parents in these categories are only 3 but have the least effect on teenagers' self-esteem and their effect not at all varied but fully harmonized. The highest standard deviation is 0. 80261 form female parents who are over 50years and have college education level. This implies that parents within these categories have highly varied effects on teenager's self-esteem. The lowest standard deviation is 0. 19556 from male parents who are below 40 years with college education indicating that their effect on teenagers self- esteem is relatively similar.

Table 4c. Tests of Between-Subjects Effects

Dependent Variable: self-esteem

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	16.973[a]	16	1.061	5.279	.000
Intercept	2190.628	1	2190.628	10901.598	.000
Gender	3.198	1	3.198	15.913	.000
Age	3.462	2	1.731	8.615	.000
Education	3.374	2	1.687	8.396	.000
Gender * Age	4.460	2	2.230	11.098	.000
Gender * Education	3.086	2	1.543	7.680	.001
Age * Education	5.759	4	1.440	7.165	.000
Gender * Age * Education	2.527	3	.842	4.192	.006
Error	63.901	318	.201		
Total	3448.840	335			
Corrected Total	80.873	334			

a. R Squared = .210 (Adjusted R Squared = .170)

The p-values on gender, age and education level are all equal to 0.000 which are values less than p-value of 0.05. This indicates that the means on self-esteem of teenagers in all the three parental statuses are different. This implies that parents gender, age group, education level have effect on the self-esteem of their teenage children. All P-values for the interaction of the combinations of gender * age, gender * education and age * education as well as gender*education *age are also less than 0.05 which show that each of the parental status as well as their interactions have significant effect on teenagers self-esteem. The R-squared value (R Squared = .210, Adjusted R Squared = .170) indicate the total percentage of variability in self-esteem that can be accounted for by all three parental status as well as their interaction. The R^2 is measuring the effect of all the predictors together on their main effects and their interactions on the dependent variable. R^2 and adjusted R^2 that explain 21 % and 17% respectively represents the variability on teenagers self-esteem accounted for by parental statuses.

V. DISCUSSION

The realization that parents play a critical role in development of a child's self-esteem is indisputable. Teenager's self-esteem may be affected by many factors including parents' statuses that constituted the independent variables in this study. Self-esteem of children at different ages is an important aspects of a child developmentbut becomes even more vital at teenage as they transit from childhood to adulthood. As children grow to teenage, their parents also undergo through many changes of life some of which could be parental statuses. The study focused on gender status which is fixed (male/female), age that changes with time and education level where parents make choice to advance or otherwise.

The study findings have shown that teenagers' self-esteem is affected by gender with male parents having greater effect than female parents. This study affirms observation that a child's attachment to a father has positively relates to higher levels of self-esteem (Noom et al., 1999) and that paternal factors outweigh those of

maternal in predicting children emotional symptoms (Michielset at., 2010). These results point to the fact that the presence of a father in the life of a childis a critical and that families and society at large must work to achieve it. The study hasfurther revealed that age category of parents has significant effect on teenage self-esteem with middle aged parents affecting it more than young and older parents. This phenomena on the strong effect of middle aged parents on teenagers' self-esteem could be explained by the reality that the parent is by then more experienced in child rearing, has developed relationship with the child and probably more stable in career. The findings reveal an interesting phenomenon and more enquiry may be necessary to unearth other significant qualities found in the middle aged parents that maid young or older parents in bringing up teenagers. The findings in this study did not show significant effect of education level of parents on teenagers self-esteem. The findings contradict report by Aydoğan (2010), Gelbal, et al (2010) and Yılmazel et al (2012) that parental education level positively affects the self-esteem of adolescents but agrees with Cengil (2009) and Kahriman (2005) who observed that maternal education level has no significance difference in adolescent self-esteem. The fact that this study involved high school teachers who share common professional mind set despite their attained level of education could explain these results. This points to the need for further research on effect of a parent's profession on child self-esteem.

Comparing the three parental statuses, the results showed that male parents who are over 50 years and with college education had the highest effect while the female parents who are over 50 years with basic education had the least effect mean on teenagers self-esteem. These parents fall in generation X that is known for hard work especially among male which could easily influence teenagers self-esteem. Further, the results showed significant difference in parental age, gender and level of education on teenagers self –esteem. The interactions of the three different statuses also show effect that is significantly different. The interaction of different statuses could enhance understanding teenagers self-esteem and hence strategies to boost it. This study recommends that awareness be enhanced amongparents on the importanceof their statuses in the development of children self-esteem. The study also recommends that study be done on the effect of parent's profession on children self-esteem.

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